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ABSTRACT

This document is the report of a policy forum on interim alternative educational settings for students with disabilities involved in disciplinary actions. The report summarizes outcomes of discussions on the following topics: (1) purpose and goals of the interim alternative educational setting; (2) components of interim alternative educational settings required by the 1997 amendments of the Individuals with Disabilities Education Act (Sec. 615 (k)); (3) components/features of effective alternative programs; (4) interagency collaboration; (5) family participation; (6) policy issues/concerns and how to address them; and (7) funding considerations and possible solutions. Appendices, which comprise half of the document, include: the policy forum agenda; a list of strategies used by effective classroom managers to create classroom climates that prevent discipline problems; a list of the 10 most common discipline strategies; models and techniques that focus on correction of misbehavior; and papers on the effect of suspension-expulsion on students with disabilities, disciplining students with disabilities, and school psychology and behavioral interventions. (CR)

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ED 417 529

INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR STUDENTS WITH DISABILITIES INVOLVED IN DISCIPLINARY ACTIONS

❖ Policy Forum Report ❖

Year 4 Deliverable #9-4-3
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Abstract

This document is the report of a policy forum entitled *Interim Alternative Educational Settings for Students with Disabilities Involved in Disciplinary Actions* convened by Project FORUM, a contract funded by the Office of Special Education Programs of the U. S. Department of Education and located at the National Association of State Directors of Special Education (NASDSE). The document describes the design, purpose, implementation and outcomes of the policy forum, that was held in Chandler, Arizona October 18-20, 1997. The Council for Administrators of Special Education (CASE) was a partner in planning and facilitating this policy forum. In addition to CASE board members, other participants included state education agency staff, a university professor, a representative from the National Association of School Psychologists and the Federation of Families for Children's Mental Health, a teacher, two principals, and a member of the Regional Resource Center network.

The policy forum began with a presentation about the available literature related to interim alternative educational settings (IAESs). Through small and large group discussions, the participants identified the purpose and goals of the IAES for the student, school, local education agency (LEA), and community; the legally required components of an IAES; features and components of effective models of alternative settings that may be applied to IAESs; key policy and funding issues, and concerns related to implementation of the concept of IAES. Participants also assisted with the development of an outline for a subsequent document to be written on the topic of IAESs.

Policy Forum Report:
Interim Alternative Educational Settings for Students with Disabilities Involved in Disciplinary Actions

Purpose and Organization of the Policy Forum

Background and Purpose of the Forum

The safety of our schools and school discipline procedures are of increasing concern to the general public, school officials and Congress. The Gun Free-Schools Act of 1994 is a reflection of that concern. The issue of school discipline in regard to students with disabilities is particularly controversial because these students are guaranteed a free and appropriate public education (FAPE) under the Individuals with Disabilities Act, P.L. 94-142 (IDEA). Part of this controversy stems from the fact that until the October 1994 Jeffords Amendment to the IDEA[1], this statute did not address disciplinary options. Initial law in this area resulted directly from court cases. An extensive discussion of case law in this area can be found in Hartwig and Ruesch (1994) and Yell (1998).

The Jeffords Amendment allowed educators to move a student with a disability who brought a gun or other firearm to school to an "alternative educational placement" for up to 45 days. During this time period, parents could request a due process hearing to challenge the alternative educational placement; however, the student must remain in the alternative setting until completion of the hearing process. This was the first statutory appearance of the phrase "alternative educational placement" in regard to disciplining students with disabilities.

When the IDEA was reauthorized by P.L. 105-17 in June 1997 (referred to as IDEA-97), the Jeffords Amendment expired; however, the spirit of this amendment was incorporated into IDEA-97. Specifically in regard to use of an alternative placement as a disciplinary action, the law now reads as follows:

> ***Sec. 615(k) Placement in alternative educational setting***
>
> *(1) AUTHORITY OF SCHOOL PERSONNEL.-*
>
> *(A) School personnel under this section may order a change in the placement of a child with a disability–*
>
> *(i) to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities); and*

[1] The Jeffords Amendment was tied to the reauthorization of the Elementary and Secondary Education Act, now known as the Improving America's Schools Act.

(ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if--

(I) the child carries a weapon to school or to a school function under the jurisdiction of a State or a local educational agency; or

(II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a State or local educational agency.

(B) Either before or not later than 10 days after taking a disciplinary action described in subparagraph (A)--

(i) if the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior; or

(ii) if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.

(2) AUTHORITY OF HEARING OFFICER.--A hearing officer under this section may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer--

(A) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;

(B) considers the appropriateness of the child's current placement;

(C) considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and

(D) determines that the interim alternative educational setting meets the requirements of paragraph (3)(B).

(3) DETERMINATION OF SETTING.--

(A) In general.--The alternative educational setting described in paragraph (1)(A)(ii) shall be determined by the IEP Team.

(B) Additional requirements.--Any interim alternative educational setting in which a child is placed under paragraph (1) or (2) shall--

(i) be selected so as to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and

(ii) include services and modifications designed to address the behavior described in paragraph (1) or paragraph (2) so that it does not recur.

Although the IEP team always had the authority to change the educational placement of a student for disciplinary reasons, the granting of authority to school personnel to place a student in an interim alternative education setting (IAES) generates many questions and concerns. Many of the concerns are due to the fact that there is great variation in the interpretation and purpose of this authority across the country. The purpose of this policy forum was three fold:

- To explore the pertinent issues related to IAESs with a diverse group of administrators, service providers, and parents, and provide a framework for local and state-level policy making in this area;

- To identify characteristics of effective IAESs, based on experience in the field, that will assist state and local administrators to implement the law; and

- To obtain input from policy forum participants on the development of a research synthesis on the topic of IAESs.

Preparation for the Policy Forum

Due to the importance of this topic to local administrators of special education, Project FORUM invited the Council for Administrators of Special Education (CASE) to be a partner in planning and facilitating this policy forum. CASE is the professional association of local education agency special education administrators in North America, and has 5200 members. The policy forum was scheduled to immediately follow the CASE Fall Board Meeting to allow for greater CASE participation. Other invited participants included state directors of special education and other state education agency staff, a university professor, a representative from the National Association of School Psychologists and the Federation of Families for Children's Mental Health, a teacher, two principals, and a member of the Regional Resource Center network. The list of participants can be found in Appendix A.

All participants received the following materials prior to the policy forum:

NASDSE. (June 1997). Comparison of Key Issues: Previous Law & P.L.105-17 (IDEA Amendments). Alexandria, VA: Author.

Memorandum from Judith E. Heumann, Assistant Secretary of the Office of Special Education and Rehabilitative Services (September 19, 1997), *Initial Disciplinary Guidance Related to Removal of Children with Disabilities from their Current Educational Placement for Ten Days or Less.*

[For copies of the above materials, please contact the NASDSE office.]

Process of the Meeting

The policy forum was held at the Sheraton San Marcos in Chandler, Arizona on Saturday evening, October 18, Sunday, October 19, and Monday morning, October 20, 1997. The opening session began with a welcome by Eileen Ahearn, Director of Project FORUM, and Pat Guthrie, President of CASE, followed by participant introductions. Each participant gave a brief description of his/her background and experience in relation to the topic. The evening concluded with a review of the goals and agenda for the policy forum.

Sunday morning began with a presentation about the research base related to IAESs by George Bear from the University of Delaware. Kevin Dwyer, from the National Association of School Psychologists, followed with a presentation on key policy issues related to discipline actions and IAESs. The following questions were then addressed in three small groups: *What are the purpose and goals of an IAES for the student, school, and LEA? What are the legally required components of an IAES?* Each of the groups reported back to the larger group prior to adjournment for the morning.

Upon re-convening, three newly-formed small groups discussed *the features/components of effective models of alternative settings that may be applied to IAESs.* Input from each small group was pooled in a large group session. The final session of the day was a discussion of key policy issues/concerns related to implementation of the concept of IAES.

The first session Monday morning focused on funding options for IAESs. Following a brief presentation by Judy Schrag, Consultant to Project FORUM, a worksheet was used to solicit input from participants. The remainder of the morning was spent discussing the proposed outline for a document on IAES to be written by George Bear, under subcontract with Project FORUM, and directions for future research. The policy forum was adjourned at noon.

The agenda included in the meeting packet can be found in Appendix B; however, please note that the process of the meeting described above varied somewhat from the agenda distributed at the outset of the policy forum.

Policy Forum Presentations

Students with Disabilities in IAES - Is There a Research Base?

George G. Bear - University of Delaware

A literature search using the key words "discipline problems" and "alternative education settings" yields some publications but very little research specific to students with disabilities place in Interim Alternative Education settings (IAESs). This is largely because IDEA-97 introduces the IAES as a new option for these students—an option that falls between the common use of "time-out" and a change in placement.

The term "alternative programs" has traditionally been used in the literature to refer to a broad array of programs, including magnet schools, charter schools, schools-within-a-school, private schools for chronically disruptive youth, "boot camps," schools in shopping centers, etc. The existing literature on alternative programs for disruptive youth is largely anecdotal, with few empirical studies of its effectiveness.

With respect to research on interventions for children with chronic antisocial behavior, there is much evidence demonstrating the short-term effectiveness of a variety of interventions, particularly

behavioral and cognitive behavioral interventions. Unfortunately, there is a dearth of evidence demonstrating more lasting improvements in behavior. One of the greatest challenges for educators will be to design and implement IAESs that bring about both short-and long-term improvements in behavior. Effective programs need to address both.

It is likely that future research on IAESs will examine the following characteristics of programs:

- *Staffing*
  The staff working in IAESs are likely to vary from paraprofessionals (e.g., instructional assistants) and professional educators with little or no training in special education and discipline to well-trained teachers, counselors, and school psychologists. The "crisis teacher" model may be re-visited, a model that faltered largely because there was little back-up support.

- *Goal(s) of the program*
  Whether a program is effective or not will be determined to a large extent by its goals. Is the goal to provide a safe environment for the other students, to successfully re-integrate the student into his/her previous setting, or to serve as a deterrent to future rule infractions?

- *Behaviors targeted*
  What type of behavior problem will send a student to an IAES? At the secondary level, the most common discipline problems are non-compliant passive-aggressive behaviors, such as truancy. Will this type of behavior justify placement into a 45-day interim placement? Students in IAESs will likely be a very mixed group in terms of the precipitating behavior. Research on effectiveness will require isolation and identification of specific behaviors targeted for intervention.

- *Intervention model*
  In light of the short term nature of the IAES, many programs may focus only on the precipitating behavior; however, some programs will provide more comprehensive services, such as student and family therapy. Will IAESs have the resources to provide comprehensive services? The length of program and follow-up are other important factors related to the intervention model.

- *Inclusion of children without identified disabilities*
  As IAESs are established, LEAs will struggle with what population to serve in these settings. Will students with and without disabilities be served in the same settings? The severity of the students' disabilities will also be a factor.

Kellmayer (1995), who has worked with the most disruptive students in alternative settings for more than 25 years, identified ten characteristics of successful long-term alternative schools. The following characteristics are based on his experience, but also reflect research on the subject:

1. Small size
2. Good site (e.g., college campuses provide good peer models)
3. Voluntary participation of students and staff
4. Participatory decision making
5. Student-centered curriculum and instruction
6. Autonomy of administrative unit (i.e., not strictly bound by rules and policies of LEA)
7. Distinctive mission and family atmosphere
8. Flexible teacher roles and program autonomy
9. Access to social services (e.g., counseling)
10. Use of technology

George Bear also distributed and discussed a set of handouts, located in Appendix C.

Hartwig, E.P. & Ruesch, G.M. (1994). Discipline in the school. Horsham, PA: LRP Publications.

Kellmayer, J. (1995). How to establish an alternative school. Thousand Oaks, CA: Corwin Press.

Yell, M.L. (1998). The law and special education. Upper Saddle River, NJ: Merrill/Prentice Hall.

Interim Alternative Educational Settings - What Should It Be?

Kevin Dwyer - National Association of School Psychologists(NASP)

Kevin Dwyer's presentation is summarized on the presentation modules (read left to right), included as the next five pages of this document. He also referenced a document written by NASP, under subcontract with Project FORUM at NASDSE[2]. Handouts distributed by Kevin Dwyer can be found in Appendix D.

[2] National Association of School Psychologists. (1994). Assessment and eligibility in special education: An examination of policy and practice with proposals for change. Alexandria, VA: The National Association of State Directors of Special Education (NASDSE).

Project Forum - IDEA'97

InterimAlternative EducationalSettings
What should it be?

Questions

How can IDEA'97 strategies help increase the graduation rate of students with behavior problems from less than 50% to 60% or higher?

How can schools help reduce classroom disruption teacher complaints from over 40% of teachers to less than 20% of teachers of children with disabilities?

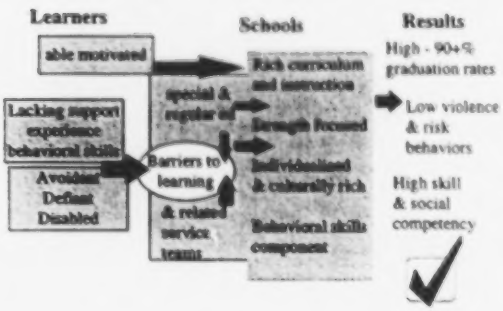
Question

What should be the **goals** for appropriate 45-day ***Interim Alternative Educational Setting***?

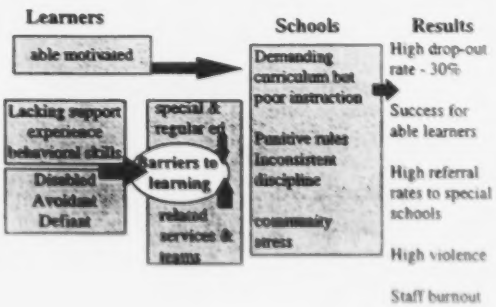
Determine

- services to prevent reoccurrence of behavior
- appropriate IEP services and goals
- appropriate educational setting for child
- how to make school safer
- how to predict problems?
- how to train staff?

Addressing Behavioral Barriers to Learning

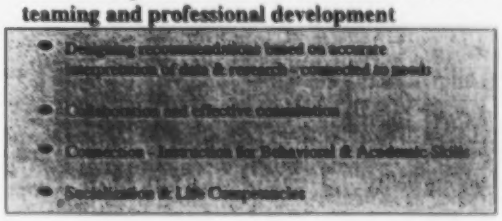


Addressing Barriers to Learning



Skills Needed for IDEA'97 Behavioral Interventions

Issues for special education and related service teaming and professional development



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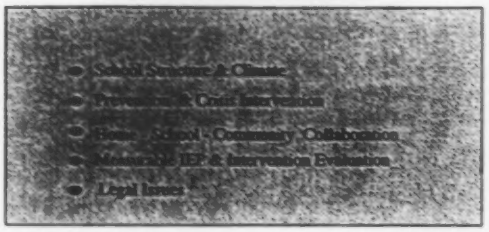
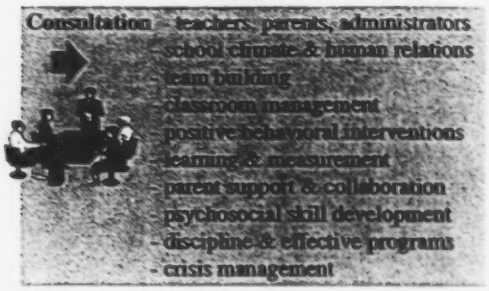
Team Training Issues



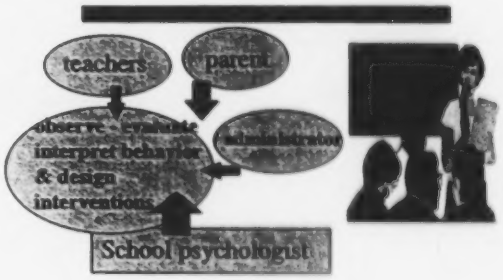
Skills Needed for Reframed Roles


Consultation – teachers, parents, administrators
- school climate & human relations
- team building
- classroom management
- positive behavioral interventions
- learning & measurement
- parent support & collaboration
- psychosocial skill development
- discipline & effective programs
- crisis management

School Psychologists Role in Prevention and Intervention of Behavior Problems

We know how to help - examine the needs
- establish goals
- identify an intervention
- train the implementers
- provide the intervention
- evaluate results
- modify or sustain effort
- report results

Behavioral IEP TEAM Members



Initial Evaluation and Reevaluation

Initial evaluation must be a **"full and individual"** evaluation including **functional,** developmental & parent information to determine eligibility, assessing the **"relative contributions of cognitive & behavioral factors, in addition to physical or developmental factors."**
"...in all areas of suspected disability"

Initial Evaluation -- Regulations

Assessed in all areas related to disability
- **health**
- **vision**
- **hearing**
- **social & emotional status**
- **general intelligence**
- **academic performance**
- **communicative status**
- **motor abilities**

Functional Initial Evaluation

BEST PRACTICES*

- Multiple data sources
- Multiple environments
- Assessment across time

Curriculum based assessment
Functional assessment of behavior

**Assessment and Eligibility in Special Education, 1994*
Project Forum, NASDSE/NASP

Functional/Developmental Initial Evaluation

BEST PRACTICES*

- Incorporates:
- consultation
- team problem solving
- identification - analysis - plan - monitoring

Curriculum based assessment
⇨ **regular education curriculum**

**Assessment and Eligibility in Special Education, 1994*
Project Forum, NASDSE/NASP

IEP Content Stresses General Curriculum & Behavioral goals

Measurable Results - Benchmarks
can be report cards
New focus on non-academic behavioral & social skill activities

How can teams best design these measures????

Behavioral interventions & Strategies on IEP?

Special factors include behavior
"...strategies, including positive behavioral interventions, strategies and supports to address that behavior..."*

* Assistance of school psychologists & social workers

DISCIPLINE

Exceptions to "stay-put" - **school personnel**

- suspend or change placement for 10 days
- **carry weapon or possesses or uses drugs**
  45 days - alternative with IEP services

DISCIPLINE

ONE TO 10 DAY SUSPENSION

- suspend or change placement for 10 days
- WHAT IS NOT REQUIRED
  - IEP or manifestation review

*** PARENT CAN REQUEST IEP REVIEW**

SUSPENSIONS SIGNAL IEP REVIEW

- Any individual suspension should be reviewed re behavioral needs and goals
- Series of suspensions -- signals an IEP review to examine behavioral goals and interventions

Exceptions to "stay-put" - hearing examiner

- Current placement results in substantial likelihood of injury to self or others
- 45 days - alternative with IEP services

45-Day Alternative

- Must provide FAPE and access to regular curriculum
- Include all IEP services and design those needed so behavior does not recur

School is Required to Document

- ★ Functional Assessment of Behavior
- ★ Behavioral intervention plan on IEP
- ★ call an IEP Team to develop above plan or review the plan and modify it to address the behavior and prevent a reoccurrence

Functional Assessment of Behavior

- Part of any comprehensive evaluation
- Part of reevaluation if a question
- **Not realistic after removal from setting**

Behavioral Intervention Plan

Define as "positive behavioral interventions and strategies" & IEP goal

Integrated into IEP goals and objectives

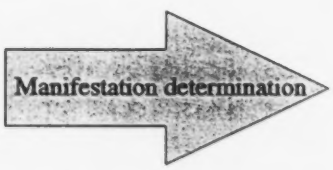
Goes beyond a "behavior management plan"

★ **Substantial Evidence** of serious problem likely to result in injury

★ Efforts to minimize the risk of harm

★ Appropriateness of placement

Requires IEP Team and "Qualified personnel" and consideration of "evaluation and diagnostic results.." observations of child and setting & review of IEP



IEP addressed behavior ➡ Services appropriate?

★ Complex process
individually determined
not disability driven
look at external factors

➡ Services appropriate and provided?

➡ Impaired understanding of consequences?

➡ Impaied ability to control action?

Discussion Outcomes

The following sections are summaries of the small and large group discussions on the topics indicted by the bold headings.

Purpose and Goals of the Interim Alternative Educational Setting

Purpose:

- Secure a safe learning environment at school
- Respond to community's expectation of safe schools
- Uphold integrity of school discipline code by restricting student privileges following violation of conduct code (punishment)
- Prevent reoccurrence or escalation of situation
- "Defuse" volatile situation (cooling-off period)
- Remove crisis situation from classroom teacher's responsibility
- Provide student with time for self-reflection
- Protect student's rights to a free appropriate public education (FAPE)
- Comply with law in cases of drugs, weapons, and other dangerous behavior

Goals for Student:

- Reduce or eliminate negative behaviors, including danger to self
- Engage in positive learning activity
- Make progress in the general education curriculum
- Make up missing work or lost credit
- Prepare for return to previous setting or transition to new setting

Goals for School:

- Provide student with FAPE and the opportunity for educational progress in the general education curriculum, including opportunity to acquire credit hours
- Engage family as partners in the diagnostic, planning, and intervention process
- Conduct assessment of student's behavior in context of the setting, services and supports
- Plan and initiate positive behavior intervention and strategies related to the precipitating behavior (e.g., therapeutic intervention, social skills training)
- Review appropriateness of student's current IEP (setting, services and supports), and make agreed upon modifications
- Initiate or increase in-school support for student
- Initiate or increase community (interagency) support for student and family
- Prepare receiving setting (e.g., classroom, school) for student's arrival
- Re-evaluate staff development needs in the area of positive behavior support and enhance staff development accordingly

Goals for LEA:

- Evaluate impact of incident on LEA and community and alter policies, if necessary
- Identify and access fiscal resources for positive behavior support and alter policies, if necessary

- Re-evaluate allocation of staff resources and technical assistance related to IAES, and make changes accordingly
- Increase interagency networking to support IAES
- Identify and utilize community resources for IAES and positive behavior support
- Develop effective public relations procedures related to disciplinary actions and IAESs
- Improve graduation rates, increase test scores, and decrease dropout rates for LEA by keeping students positively engaged

Components of Interim Alternative Educational Settings Required by IDEA-97

The student must:

- Continue to have access to the general education curriculum
- Continue to receive services/modifications as specified in the IEP
- Receive services/supports to mitigate or eliminate the behavior(s) for which the student was disciplined

In addition:

- Due process rights are guaranteed while the student is in an IAES
- An assessment of the student's behavior must be done, if such an assessment was not done prior to the incident that precipitated placement in the IAES
- The IEP team must be convened to evaluate the appropriateness of the current IEP
- There must be a "manifestation determination" to determine the relationship of the student's behavior to his/her disability.

While discussing the purpose and goals of the IAES, policy forum participants emphasized the importance of viewing the IAES as an interim instructional setting where a student continues to be educated and begins to learn more appropriate ways to behave in the future. The IAES should be judiciously used and is not a place "to put" students for a 45-day punishment. This setting plays a critical supportive function while plans are put into place for the successful return of the student to his/her previous setting or the identification of an appropriate new setting.

Effective leadership in the IAES requires expanded thinking about an array of supports for the student and family. Whether the behavior is a manifestation of the student's disability or not, the problem is real and must be addressed. It is not productive to blame the student, family or previous setting. Steps must be taken to involve agencies that have the resources to support the needs of the student and his/her family. Education may not be the appropriate lead agency, as in the case with weapons or illegal substances.

Participants recognized the tremendous pressure on administrators to "discount" or "get rid of" a student who comprises the safety of the school environment. On the other hand, when emphasis is

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placed on the student's life experiences and stresses that may have "caused" the behavior, an administrator runs the risk of sounding as if he or she is justifying the egregious behavior. As educators, we cannot afford to do either. We must give the message that the student reacted as he or she knew how at the time and now it is incumbent upon us to teach the student more appropriate ways to respond or behave. Just as some students come to school not ready to read, some students come to school without appropriate social skills. To guarantee safe schools, effective instruction in the area of social skills, conflict resolution, healthy decision making, and coping with stress must be implemented along with effective disciplinary procedures.

Components/Features of Effective Alternative Programs that May be Applicable

- Clearly defined student population (i.e., who should be in the setting)
- Clearly stated purpose and goals
- Discretionary authority for local administrators (e.g., ability to revise smoking policies)
- Warm and facilitating transition to alternative setting
- Open channels of communication with board of education and other policy-making bodies
- Shared and common belief system about students, purpose & goal of setting, and expectations held by all staff
- Comprehensive multi-agency support services/resources (e.g., medical, food, clothing) and regular, on-going interagency communication (*see next section of this document*)
- Parent involvement and training (*see subsequent section of this document*)
- Caring and friendly relationships between adults, students and families
- Competent staff, with training in discipline and positive behavior support, who choose to work in that setting
- Individualized programming that provides positive behavior support and access to the general education curriculum
- Low student/teacher ratios
- Intensive student assessments and on-going monitoring of student progress in regard to the precipitating behavior and overall educational needs
- Flexible staff roles (may necessitate waiver or modification of existing policies)
- Active student involvement in educational planning and identification of support services
- Flexible/adaptable scheduling for students and staff that is responsive to student needs
- Staff and community support to address student diversity (e.g., racial/ethnic, cultural, linguistic)
- Counseling to help students cope with life's pressures and the realities of the student's family life (e.g., alcoholism, poverty, unemployment, etc.)
- Comfortable and pleasant physical setting
- On-going communication between staff at the alternative and sending and receiving settings that represents shared ownership of student
- Early planning for return to the previous setting or transition to a new setting, including preparation and training of staff

- Student population with and without disabilities
- On-going program monitoring/evaluation
- Positive role models for students (i.e., students do not only interact with students "in trouble")
- Technology-assisted academic and vocational instructional activities (e.g., individualized computer-assisted instruction)
- Vocational training/education available, including community placement
- Flexible credit structure to allow students to keep on track with graduation requirements and transfer credits to next setting
- Effective and on-going staff development in critical areas (e.g., positive behavior support; racial, cultural, and linguistic differences)

Interagency Collaboration

- Interagency collaboration means shared "ownership" of the student, with coordinated communication.
- A lead agency must be identified and education is not always the best choice. Consider juvenile justice, mental health or social services. The decision regarding a lead agency must be made after considering all the student and family issues.
- Pooled funds and resources from multiple agencies are necessary to support student and family needs. This may require legislative changes.
- Planning and building relationships ahead of time will facilitate interagency collaboration at the time of crisis.
- Participants at interagency meetings must have the authority to make decisions and commit resources.
- All agencies must be prepared to make timely decisions. Often the incident that precipitates the use of an IAES requires an immediate response.
- Interagency collaboration must be student-centered and individualized on a case-by-case basis. One set of services may not work for the next student.
- An efficient procedure for the exchange of information between agencies is critical. For example, one release of information form used by all agencies involved. Such a form should be time-limited (i.e., valid for one year only).
- Local and state interagency agreements are necessary.
- The business community must be involved (e.g., coordinated business council).
- LEAs need to identify sites and situations where interagency collaboration is working in their community and build on this experience (e.g., "wrap-around services").
- The local school improvement plan provision in IDEA-97 might be used to stimulate interagency coordination.
- Staff development activities must address interagency collaboration.
- Personnel from multiple agencies work better with each other if they know how each others' agencies operate (i.e., goals, philosophy, decision makers, contact persons) and each agency's

professional language. Personnel from outside education may benefit from taking a college-level course about special education services.

Family Participation

- Extend the notion of "parent" and "family" to significant persons in the student's life (e.g., sibling, clergy, girlfriend, neighbor). These persons may not be blood relatives. This is especially important if family members are not available for involvement (e.g., in jail, chronic illness).
- Signatures from legal guardians are required on IEPs, but meeting legal requirements regarding participation is a very small part of true participation.
- It is important to have the type of relationship with the student that leads to identification of persons that will have the most positive influence on that student. It is also important to know who NOT to contact in the student's family.
- Acknowledge the fact that professionals will be trying to garner family support at a time of crisis.
- Ensure that the family understands the purpose of the IAES and that family involvement makes a positive difference.
- Facilitate family involvement in coordinated service planning. This will involve asking the family to provide input regarding supports needed.
- Acknowledge that families may also be the recipient of services from the participating agencies.
- Family members should have specific roles while the student is in the IAES and when the student returns to the previous setting or moves to a new one.
- Parent/family training may be necessary in order to help family members be effective members of the intervention team. Explore the role of parent training centers.
- Mediators may be helpful in facilitating communication between school and family.
- Parent advocates, who serve as "assistants" to parents, can be a bridge between school and family and help identify needed family supports.
- Parent mentors (or mentoring teams) may be an effective way to get families involved in a meaningful way. Mentors must have had similar experiences and feel comfortable in that particular family situation.
- It is important to be sensitive to the racial/ethnic, cultural and linguistic differences across families. Staff working with family should feel comfortable with the family differences.
- Recognize the socio-economic situation, dynamics and structure of the student's family and work within that reality.
- Staff development related to working with families should be provided, especially strategies for involving families who have had years of negative and alienating experiences with schools.
- It may be necessary for staff to suspend its value system about how families should function (avoid judgment) in order to garner family support and involvement. This may be hard, particularly if the family's values do not fit with the professionals' values.

Policy Issues/Concerns & How to Address Them

- Community members have very strong opinions regarding discipline procedures (e.g., philosophy on corporal punishment). When Federal and state policymakers do not recognize this, educators are forced into adversarial positions. Policies should focus on student outcomes (e.g., behavior incidents and academic progress after time in IAES), not process, and hold LEAs and schools accountable for these outcomes. Federal policy, however, does currently focus on process.

- There has been much work done in the area of interagency agreements and "wrap around services." It is important to evaluate this previous work and assess the effectiveness of such agreements. Caution was voiced about the regulation of such agreements resulting in cumbersome documents fraught with legal language. Interagency agreements must be meaningful documents that facilitate the provision of quality services to students and their families.

- It is important to evaluate the implementation of IDEA-97 to determine what works and what does not work in the short and long term. Specifically, research should examine the effectiveness of IAESs in helping students and LEAs following a disciplinary action. Data are needed that compare students with and without disabilities who are placed in interim settings.

- The use of IAESs for students with disabilities may perpetuate a dual educational system unless special educators promote the benefit of such support for all students involved in disciplinary actions. These settings may be expensive in the short term, but aim to re-engage students in positive educational and life experiences. This is an important opportunity for special educators to collaborate with general educators, design interagency strategic plans, and blend funding streams.

Funding Considerations - IDEA Amendments of 1997

- IDEA funds that the state retains may be used for support and direct services, including technical assistance and personnel development and training.

- IDEA funds that the state retains may be used to develop a State Improvement Plan.

- LEAs may use IDEA funds to design, implement, and evaluate a school-based improvement plan which could include efforts related to alternative programming.

- IDEA funds may be used to supplement other Federal and state resources, and used to develop and implement a statewide coordinated services system designed to improve results for children and families, but not to exceed one percent.

- In any fiscal year in which the percentage increase in the state's allocation exceeds the rate of inflation, subgrants may be provided to local educational agencies for capacity-building and improvement, including direct services such as alternative programming for children who have been expelled from school, addressing needs or carrying out improvement strategies identified in the state's improvement plan, establishing, expanding, or implementing interagency agreements, and increasing cooperative problem solving between parents and school personnel.

- A local educational agency may use up to five (5) percent of Federal IDEA funds received in combination with other amounts (which may also include resources other than education funds, such as Medicaid) to develop and implement a coordinated services system designed to improve results for children and families, including children with disabilities and their families. Activities to promote a coordinated services system may include:

  - ✓ Improving the effectiveness and efficiency of service delivery, including developing strategies that promote accountability for results.
  - ✓ Service coordination and case management that facilities the linkage of IEPs and other service plans.
  - ✓ Developing and implementing interagency financing strategies for the provision of education, medical, mental health, and social services.

- Federal IDEA funds may also be used to support the costs of special education and related services, as well as supplementary aids and services provided in a regular class or other educated-related setting to a child with a disability, in accordance with the IEP of the child, even if one or more children without disabilities benefit from such services.

- A LEA may use Federal IDEA funds to carry out a school-wide program in coordination with other categorical programs which might involve alternative programming within the school.

The following table summarizes the discussion with policy forum participants regarding funding issues & concerns and possible solutions.

Funding Issues & Concerns	Possible Solutions
1. Lack of resources for IAESs in general as well as components of these programs (e.g., transportation, technology)	1a. Provide incentive grants for IAESs that successfully transition students out of interim settings. 1b. Explore the use of Medicaid, Child Welfare funds and other Federal sources. 1c. Initiate shared funding agreements. 1d. Make changes in state transportation funding provisions. 1e. Pool discretionary funds at the state level.
2. The IAES option encourages the classification of students as disabled because agencies understand that is the way to get educational services	2. Expand school-based prevention and student support services.
3. Issuance of credit for coursework while in IAES	3. Alter polices related to course credit
4. Incentives and disincentives for use of IAES and length of stay	4a. Clarify polices about the purpose of the IAES. 4b. Conduct awareness and training activities 4c. Provide "flex" dollars to encourage development of an IAES.
5. Lack of belief in the effectiveness of IAESs on the part of educators	5. Support pre-service training and on-going staff development related to benefits of IAESs.
6. Splintered and uncoordinated funding sources across agencies and programs (e.g., Title I and IDEA)	6. Develop memoranda of understanding (e.g., matching dollar agreement) and provide incentives for the blending of funds.
7. Communication and "turf" issues resulting from interagency coordination.(e.g., different definitions of emotional problems and disabilities)	7. Provide interagency support for coordinated service planning and memoranda of understanding, and develop common labels and classifications.
8. Lack of collaborative agreements or "buy in" on the part of other agencies	8. Provide Federal policy or funding support for partnerships across LEAs and agencies.
9. Decreased funds due to managed health care's push to reduce spending	9. Review and revise state managed care agreements and provisions.
10. Lack of public support for programs/resources for students who are violent and disruptive	10. Conduct community outreach and public awareness campaigns as part of State Improvement Plan
11. Lack of local knowledge about funding streams (e.g., Neglected and Delinquent funding via Title I should be part of coordinated funding equation)	11. Provide information to LEAs and agencies regarding interagency funding sources to facilitate shared funding.
12. Lack of knowledge about Medicaid, its complexities, and magnitude of impact	12. Provide support for information, Internet access, and training regarding Medicaid to critical LEA staff and other change agents in education.

Preliminary Outline For Upcoming Document

As part of his contract with Project FORUM, Dr. George Bear developed an outline for a document that will synthesize the literature related to IAESs. The current version of that outline, which follows, reflects input from the policy forum participants. This outline is likely to undergo further revisions.

Purpose: To translate and apply research in psychology, general and special education to the concept of IAES for practical application, not scholarly exposition.

Goal: To provide practical, research-based information to school administrators that would be of value in the development of state and local guidelines and practices related to planning for and implementing IAESs.

Introduction/Rationale for the Document

- Traditional educational goal of providing safe schools that socialize and educate children
- The use of "discipline" as corrective and instructional
- Intent of Congress in regard to discipline sections of IDEA-97
  - removal of student from setting for safety; to protect rights of others
  - continue student's education and plan for changes in program, if needed
  - prevent or reduce future occurrences
- Problems with "stay put" provision in the law

School Discipline Problems in the United States

- Increased severity and frequency
- Different definition of terms
- IDEA's emphasis on drugs, guns, and violence reflects public concern
- Perception of a lack of discipline alternatives
- No intervention leads to increased:
  - behavior problems
  - academic failure
  - peer social rejection, stigma
  - parent and teacher rejection of student
- Impact on other students (e.g., fear of coming to school, victimization)
- Cost of crime

Correction Literature

- Crisis intervention
- Limitations of punishment when used alone

- Positive behavioral interventions
- Understanding the events that precipitated the student's action(s)

Prevention Literature

- Preparation of student and school environment for return or new placement
- IEP change
- Collaboration/interagency support available and needed
- Identifications of family strengths and support/training needed
- Student needs (e.g., social problem solving, social skills, self-management, coping skills, anger control)
- School needs (e.g., teacher and parent management skills)
- Examination of current policies, practices and curriculum
- Two, often opposing, views - safe schools vs. comprehensive services for students
- Issues of power between "sending" and "receiving" setting
- Some discipline policies are designed to keep children out of school while others are designed to keep children in school

Treatment Literature

- Planning for prevention
- Comprehensive array of services
- Interagency coordination

Diagnosis and Planning

- Functional behavior assessment
- Linking assessment to intervention
- Results based
- Cultural sensitivity

Staff Development

- Leadership
- Correction
- Prevention
- Transition of student
- Attitudes

Characteristics of Possible Models

- Type of site (e.g., separate facility, part of school, homebound)

- Location of site (rural, suburban, urban)
- Staffing (type, number, background, expectations, paid vs. volunteer)
- Number of students
- Length of stay
- Behaviors targeted/addressed
- Criteria for entry (i.e., type of student, with or without disabilities)
- Array of services on site or integrated into program
- Home-school collaboration
- Transition and follow-up
- Student involvement in planning
- Interagency support and back-up
- Nature of intervention (e.g., correction vs. prevention)
- Level of restrictiveness
- Use of technology
- Awarding of credit towards graduation and requirements

Evaluation

- Functional behavior assessment and analysis
- Single-subject and group data
- Summative and formative
- Guidelines for evaluation
- Evaluation criteria
  - What determines success?
  - What are the desired goals?
- Comparative and collaborative efforts

Directions for Future Research

As a final activity, policy forum participants brainstormed about directions for future research related to IAESs. The suggested topic areas included:

- Short and long-term effectiveness
- Recidivism
- Characteristics of students in IAES (e.g., race, gender, disability classification, family composition)
- Comparison of different models (e.g., integrated vs. segregated, diagnostic vs treatment)
- Effective staff development related to IAES
- Effectiveness of homebound instruction
- Funding options and solutions
- Alternatives to IAESs
- Effects of program variables (e.g., staffing, etc.)
- Antecedents to placement in IAESs
- Effective interagency collaboration
- Access to general education curriculum
- Efficacy of single-sex programs

APPENDIX A

Participant List

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Involved in Disciplinary Actions
October 18-20, 1997
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APPENDIX B

Policy Forum Agenda

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Agenda for Policy Forum
Interim Alternative Educational Settings for Students with Disabilities Involved in Disciplinary Actions

Chandler, Arizona

Saturday Evening - October 18

5:30 - 5:45	Welcome from Project FORUM & CASE
5:45 - 6:15	Participant introductions
6:15 - 7:00	Dinner
7:00 - 7:30	Goals of policy forum, review of agenda & logistics

Sunday - October 19

7:30 - 8:30	Breakfast
8:30 - 8:45	Logistics for the day
8:45 - 9:45	Students with disabilities in IAES: Is there a research base?
9:45 - 10:00	Introduction to small group activity
10:00 - 10:15	Break
10:15 - 11:15	Small group discussions 1. What are the purpose and goals of an IAES for student, school and district? 2. What are the legally required components of an IAES?
11:15 - 12:00	Small group reports
12:00	Adjourn to optional group lunch in restaurant

☺☺☺☺☺ Afternoon free (12:00 to 4:00 p.m.) ☺☺☺☺☺

4:00	Reconvene & afternoon snack
4:15 - 5:15	Small group discussions 3. What do we know from the field about effective models of IAESs? 4. What is the role of interagency collaboration and parent participation in regard to IAESs?
5:15 - 6:00	Small group reports
6:00 - 7:00	Policy issues/concerns related to IAESs and how to address them
7:00 - 8:00	Dinner

Monday Morning - October 20

8:00 - 9:00	Breakfast
9:00 - 9:30	Funding issues
9:30 - 10:30	Structure and guidelines for follow-up document
10:30 - 11:00	Break and hotel check out
11:00 - 11:45	Directions for future research based on lessons from the field
11:45 - 12:00	Wrap up & adjournment

APPENDIX C

Handouts from George Bear

Strategies used by effective classroom managers to create classroom climates that prevent discipline problems and promote self-discipline

In general, effective classroom teachers:

- Work hard to develop a classroom environment that is caring, pleasant, relaxed, and friendly, yet orderly and productive.
- Show a sincere interest in the life of each individual student (e.g., knows their interests, family, pets, etc).
- Model the behaviors they desire in their students and convey that such behaviors are truly important.
- Encourage active student participation decision-making.
- Strive to not only teach prosocial behavior and to reduce undesirable behavior, but develop cognitions and emotions related to prosocial behavior.
- Work to develop both peer acceptance, peer support, and close friendship among students. Appreciate and respect diversity.
- Appreciate and respect students' opinion and concerns.
- Emphasize fairness: They allow for flexibility in application of consequences for rule violations.
- Use cooperative learning activities.
- Discourage competition and social comparisons.
- Avoid producing feelings of shame (focusing more on pride and less on guilt).
- Reinforce acts of kindness in the school and community.
- Communicate often with each child's home.
- Provide frequent and positive feedback, encourage, and praise, characterized by:
  - Sincerity and credibility.
  - Specific suggestions and opportunities for good behavior,
  - Highlighting of the importance and value of the student's social and academic achievement
  - Attributing success to effort and ability, which implies that similar successes can be expected in the future.
  - Encouraging students to believe that they behave well because they are capable and desire to do so, not because of consequences.
  - A focus on both the process and the product of good behavior.
  - Reference to prior behavior when commenting on improvement.
  - Specification of what is being praised .
  - Praise that is contingent upon good behavior.
- Establish clear rules, beginning during the first few days of school, which characterized by:
  - Clear and reasonable expectations.
  - "'Do's" and 'Do nots" regarding classroom behavior.
  - Attempts to develop student understanding of rules and their consequences.
  - Highlighting the importance of a small number of important rules.
  - Fairness and developmental appropriateness.
  - Explanations and discussions of the rationale for each rule.
  - Student input during their development.
  - Clear examples of appropriate, and inappropriate, behavior related to each rule, and direct teaching of appropriate behavior necessary.
  - Clear consequences for rule infractions.
  - Distributing a copy of rules and consequences to children and parents.
  - Their consistency with school rules.
  - Frequent reminders of rules and expected behaviors.
  - Their nondisturbance of the learning process. That is the rules do not discourage healthy peer interactions such as cooperative learning or appropriate peer discussions.

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Table 2
Overall Effect Size and Effect Size by Intervention, Educational or Clinical Category, Grade Level, Setting, Contingency, Design, and Instrument

	No. of Effect Sizes	Mean Effect Size	SD
Overall Effect Size	223	- .78	.58
Effect Size by Intervention			
Teacher Behavior	24	- .77	.46
Punishment	3	- .58	.13
Token Economies	7	- .90	.40
Differential Reinforcement	26	- .95	.52
Response Cost	15	- .53	.67
Group Contingency	25	- 1.02	.63
Peer Management	16	- .79	.43
Home-Based Contingency	6	- .55	.47
Stimulus Cue	11	- .83	.48
Functional Assessment	11	- .51	.36
Self-Management	30	- .97	.64
Cognitive - Behavioral	16	- .36	.41
Individual Counseling	3	- .31	.23
Parent Training	3	- .60	.23
Multimodal Interventions[2]	20	- .82	.79
Exercise Program	7	- .72	.60
Effective Size by Educational Categorgy or Clinical Populations			
ADHD	5	- .78	.23
Screened for Aggression/ODD or CD	16	- .48	.27
Headstart	4	- .39	.10
Regular Education	91	- .72	.54
Mentally Retarded	19	- .78	.65
Seriously Emotionally Disturbed	39	- .98	.75
Learning Disabled	15	- .97	.52
Multicategorical Special Ed.	26	- .92	.40
Title I	6	- .17	.39
Hearing Impaired	2	- 1.44	.15
Effect Size by Grade Level			
Primary Elementary (K-3rd)	76	- .91	.57
Secondary Elementary (4^{th} -6^{th})	85	- .64	.60
Middle School (7^{th} - 9^{th})	19	- .82	.56
High School	17	- .86	.56
Several Grade Levels Combined	22	- .85	.47
Effect Size by Setting			
Regular Education Classroom	122	- .65	.51
Resource Room	33	- .86	.59
Self-Contained Room	68	- .97	.63
Effect Size by Consequence			
Reinforcement	101	- .86	.58
Punishment	40	- .78	.47
Combined Reinforcement + Punishment	12	- .97	.89
No Immediate Consequence	70	- .64	.54

Ten Most Common Strategies Reported by Teachers for Responding to Students with Discipline Problems: Percentage of Teachers Reporting Strategy, as Found by Brophy & McCaslin (1992)

		Type of Problem Student			
		Hostile-Aggressive	Defiant	Passive-Aggressive	Hyperactive
1.	Proscribing against the behavior: limits/rules/expectations	53	60	58	34
2.	Threaten/punish	50	62	47	18
3.	Prescribing/telling/instructing/ eliciting desirable behavior	43	20	14	25
4.	Inhibit through physical proximity/ voice control/eye contact	19	34	19	31
5.	Reward	29	18	11	32
6.	Extinguish/ignore	13	25	43	9
7.	Involve school-based authority figures or professionals to support or problem solve	31	25	13	16
8.	Time out: extinction/removal	30	30	17	10
9.	Involve parents for support or problem solving	26	15	19	23
10.	Minimal intervention/redirect	21	34	12	20

Models and Techniques that Focus on Correction of Misbehavior

Mild Misbehavior

(e.g., not attending, not raising one's hand to talk, passing notes, out of seat, late for class, etc.)

Intervene nonverbally

- Facially express that you are aware of the behavior and it is to stop
- Establish eye contact
- Use hand signals to prompt appropriate behavior
- Move near the student. Do not get too close, unless necessary.

Intervene verbally

- State the student's name
- Tell the student what he should be doing. Do so privately, when feasible.
- Remind the student of the rules (warn him that if behavior continues you'll receive a penalty). Do so privately, when feasible.
- Call on the student to participate
- Incorporate the student's name into the lesson
- Redirect the student
- Use gentle humor
- Remind the student of his/her good behavior
- Use I-messages ("I don't like you talking when I'm trying to teach the class.")
- Do NOT argue: speak calmly, firmly, and respectfully
- Use induction (messages that promote self-regulation, not external regulation). Messages shoud:
  - arouse empathy and perspective taking, but not anger
  - focus on the impact of the behavior on other
  - emphasize that the student is responsible for his/her behavior
  - emphasize the importance of the behavior, and its supporting values

Ignore the misbehavior (use extinction)

- Be sure to combine with reinforcement
- Be consistent
- Expect behavior to become worse before it gets better
- Expect behavior to quickly return to previous its state when reinforced in the future

Hold a class meeting about the behavior, especially if it applies to several children

Catch the kid being good!

Recommended usage of rewards

- Use verbal rewards to increase intrinsic motivation (see recommendations re: praise)
- Use tangible rewards only for activities that students find unattractive.
- Avoid systematic reinforcement of behaviors that do not need additional reinforcement.
- Be cautious about using expected tangible rewards. Be sure to make them contingent upon completion of a task or achieving a specific level of performance.
- Make sure you select rewards that students like.
- Keep your program of rewards simple.
- Involve parents in the delivery of rewards (send note home or telephone the home)

Use mild punishers (such as response cost)

- Take away privileges, such as recess time
- Change seating, not allowing the student to sit where he prefers
- Call home

Address academic factors that might contribute to behavior problems
(review characteristics of effective teachers, listed above)

- Assignments align with the student's current achievement level
- Deficiencies in study skills are addressed

Examine, and address, other factors that might contribute to the behavior problems

- Personal cognitions (goals, reasoning, desires) and emotions
- Peer influences
- Health, home, etc.

Moderate Misbehavior

(more serious behavior problems such as fighting, stealing, noncompliance, etc. or the frequent display of minor misbehaviors noted previously)

(In addition to using the above techniques recommended for mild misbehavior, consider use of the following:)

Hold a private conference with the student (which might incorporate one or more of the above, or following, techniques)

- Meet when the student is calm, not angry
- Respect the student's feelings and thoughts
- Avoid arguing
- Focus on how the behavior is to improve
- Allow for student input
- Use a **social problem solving (SPS) and/or contracting approach** (identify prblem, its consequences, and personal goals: consider feeligns and thoughts of others; think of alternatives; try your plan and then evaluate it)

Require a written self-examination of the problem behavior
(which may well include application of SPS and a contingency contract

Develop a contingency contract

- Define the behavior in clear and concise terms. Behaviors should be easy to record.
- Reward achievement, not obedience
- Reward approximations to the desirable behaviors, if necessary
- Contract should be fair, clear, and positive.
- Include a way to record the behavior.
- Start small in respect to goals.
- Include the student in planning the contract. Allow for negotiation. Balance perceived fairness and expected effectiveness.
- Be sure that the chosen rewards are valued by the student (offer a menu).
- Achievement should precede delivery of the reward.
- Written contract should include:
  a. statement of the goals of the contract
  b. clearly specified responsibilities
  c. the times/days the contract is in effect
  d. the consequences for successful completion (rewards, and negative consequences if appropriate)
  e. starting and re-negotiation dates
  f. signatures of all parties concerned (student, teacher, parent?)
- Follow-up -- both on short and long-term basis
- Continue to modify and change the contract, when needed.

Use self-management techniques, when appropriate:

Self-recording (must be able to discriminate specific behaviors and record responses)

e.g., behavioral diary, frequency counts

Self-evaluation (monitors and evaluates against a specific criterion)

- Combine with self-reinforcement.

Self-reinforcement

- Self-monitoring + self-delivery of rewards
- Precede with externally delivered reward

Sample behaviors: tardiness, attendance, grades, interruptions, etc.

Note: Factors that determine effectiveness of self-recording methods: Motivation to change, desirability of the behavior, strength of the behavior, reinforcement schedule and demands, acceptability, self-determined contingencies and standards, etc.

Use positive reinforcement techniques in a systematic fashion (with or without a contingency contract)

- Be sure that the student likes the reward.
- Don't assume that a social or material reward is necessarily reinforcing.
- Reinforce desirable behaviors contingently, consistently, and immediately. Reinforce intermittently once behavior is established.
- Use a variety of reinforcers when teaching desirable behaviors.
- Provide opportunities to practice desirable behaviors in a variety of realistic settings.
- Whenever possible, use social or self-reinforcers rather than material reinforcers.
- Use Premack Principle (reward the child with the activity he/she prefers to engage in) or offer a reward menu for selecting reinforcers.
- Do not systematically reinforce desirable behavior that is already occurring at a satisfactory rate.
- Follow suggestions for effective use of praise
- Follow Principle of Minimal Sufficiency (prefer techniques that are sufficient to create change but are perceived to require the least amount of external control)
- Include parents. For example, call the parents or send progress reports home, especially notes of good behavior.

Have the student "Fix" the problem or over-practice correct behavior (Overcorrection)

- Restitutional (replaces a pencil that he broke)
- Positive practice (after not washing his desk top, he has to wash everyone's desk)

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Verbal Corrections

- Verbal reprimands are the best form of punishment, especially if used correctly:

- Use nonverbal cues, keep eye contact , use a firm voice, move close to student, state the name of the student, place hand on shoulder when appropriate.

Response Cost (removal of previously acquired reinforcers contingent upon the occurrence of inappropriate behaviors).

- Always use in combination with positive reinforcement.
- When misbehavior occurs, remove points immediately and without argument
- Make sure that the rules are clear:
  - what behaviors will result in the loss of points (or actual rewards)
  - how many points will be removed for a behavior
  - how many points are needed for a reward
  - whether the student can earn points (in addition to those given at the beginning)
- Consider including response cost within a written contract, or as part of the Good Behavior Game

Time-out

- Use after other techniques have failed.
- Be sure it is clear when and why the procedure will be used.
- Use an appropriate setting (safe, monitored by an adult, no attention, no reinforcers)
- Be firm and calm, and simply state the problem and the related rule.
- Don't argue or lecture before, during, or after time-out. Discuss at a later time.
- Be consistent and keep it short (use a timer, is possible).
- Add time for noncompliance (e.g., one extra minute)
- In-class is best for ages 2-12; exclusion from class and detention for older students
- Combine with reinforcement of appropriate behavior, and perhaps a response cost program
- **Warning:** Not best for those who **want** to be removed!

More Severe Behavior Problems

(e.g., serious violations of school rules and laws which cause a great deal of classroom disruptive, such as continual noncompliance or defiance; physical or verbal aggression toward peers or teachers, etc.)

Group contingency systems

e.g., Good Behavior Game

Token Reward System

Social Skills Training

Basic features: modeling, role playing, performance feedback, transfer and generalization

Social Problem Solving + Anger Control Training

In addition to SPS skills, students are taught: triggers, self cues, calming reminders, reducers, self-evaluation

Social Decision Making

Moral discussions and the correction of distorted self-views and thinking errors

Removal from class (time-out)

Refer for counseling

Refer for evaluation, if appropriate

Short-term suspension

Contact police

Parent management training

- teaching parents to use effective disciplinary practices and to monitor their children's behavior

Alternative Program

Expulsion

Assign Additional Work

- Assign extra chores in school (or home) such as cleaning the room.
- Warning: student may find this to be rewarding

Hold a Parent Conference (include the student)

Send to office

Use a group intervention such as a group contingency or peer mediation

Use a Point-card system (a simple systematic way to monitor behavior and link it to rewards and consequences)

Physically Punish the kid?

- *Be aware of Pitfalls and Problems with Overuse of Punishment, especially corporal punishment*
  - *Aggression is modeled*
  - *Counter attacks occur*
  - *Emotions interfere with learning*
  - *Appropriate behavior is not taught*

APPENDIX D

Handouts from Kevin Dwyer

The Effect of Suspension-Expulsion on Students with Disabilities

compiled by Kevin Dwyer, NCSP
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What the research tells us about special education and suspension-expulsion results:

- When students with disabilities are suspended or expelled and their education is disrupted by this discipline process, they are likely to fall further behind, become more frustrated and, too frequently, drop out of school. Twenty-eight percent of special education students with discipline problems cited those problems as the reason for dropping out of school. About 4% of all students in special education are expelled and fail to graduate (Wagner, 1991).

- Students with disabilities receiving special education not only have a higher drop-out rate than their non-disabled peers, but also are significantly less likely to re-enter school or successfully complete an adult program to secure a General Education Diploma (GED) once they have dropped out (Wagner, 1991).

- The older a student is compared to his/her grade peers the more likely he/she is to drop out. In fact, this age disparity is an excellent predictor of dropping out among the so-called "high incidence" disabilities such as learning disabilities and serious emotional disturbance. Unaddressed discipline problems account for a larger difference in the probability of dropping out of school than any other single variable. Discipline problems are directly related to absenteeism and the probability of course failure (Wagner, 1991).

- Students with disabilities who are frequently suspended are more likely to fail classes that are required for graduation than their special education peers (Wagner, 1991).

- Twenty-seven percent of all special education students who drop out have been absent 30 days or more. There is an interaction between failure, absenteeism and behavior (Larson, 1995).

- Students in special education who are at risk for dropping out surveyed have a higher desire to please their parents than do low risk students. They care about what teachers think of them the same as their peers. More than half believe that teachers don't expect good work and don't like them (Larson, 1995).

- Ninety-five percent of students in special education who are suspended or expelled are not disciplined for violent or aggressive behavior. Suspensions, school transfers and non-remedial alternative programs don't work. In one district 90% of all students disciplined in this way failed to adjust when returned to the mainstreamed school. In fact, the "mobility" of the special education appears to be related to the practice of reassigning students with behavior problems to other schools. Discipline transfers result in long gaps in instruction,

making these children fall further behind. Each change of school increases the odds of dropping out of school by 40% (Larson, 1995).

- **Seventy-four percent of students who drop out of school and who are categorized as seriously emotionally disturbed are arrested within five years of dropping out (Wagner, 1991)**

- Demographers report that 82% of persons in state and local prisons are high school drop-outs. Seventy-three percent of prisoners are back in jail within three years of being released (Hodgkinson, 1995).

- The average cost for maintaining drop-outs in jail is $22,000 per year (Hodgkinson, 1995).

- **A drop-out is more likely to go to prison than a smoker is likely to get cancer** (Hodgkinson, 1995).

What Works:

Personal and group counseling and appropriate remediation reduce discipline problems and increase graduation among students who are disabled. In fact, personal counseling is one of the most significant deterrents to dropping out. Combined interventions have the best results in reducing discipline problems and increasing graduation rates (Wagner, 1991).

In one long-term research study in urban schools in California and Minnesota disruptive students receiving these supports were less likely to be suspended or transfer and had better grades than the control group. Two years after 9th grade (when intervention ended), the experimental group had three times fewer students incarcerated than the control group (Larson, 1995).

Examples of effective solutions to discipline problems within special education are presented in the attached excerpt from *School Psychologists: Helping Special Education* (NASP, 1995). The common threads that predict success are:

1. Effective special education instruction which addresses students' needs.
2. Personal counseling/support from a caring, qualified adult.
3. Courses which produce credits toward a diploma.
4. Vocational education and experience (when appropriate).
5. Behavior management programs which mandate "earned" behavioral privileges.
6. Family involvement, including training and understanding of the behavioral program.
7. Consistent application of rules and learned alternatives for poor behavioral responses.
8. Community agency involvement to connect IEP interventions with the family and increase the "life" of the intervention.

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Disciplining Students With Disabilities[1]

by Kevin P. Dwyer, NCSP
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A child runs, out-of-control, down the busy school hallway and punches another child who is quietly waiting in line outside her classroom. She starts to cry while the disruptive child continues down the hall, not responding to the teacher aide's commands to stop. Another adult says, "He's special ed, there's nothing that we can do. You can't send him to detention. I'll tell his teacher." The aide is frustrated and upset as she comforts the crying child.

A child, who is labeled seriously emotionally disturbed, sets a trash can on fire. When brought to the principal's office the security specialist is told that it is a manifestation of the child's disability and the usual disciplinary procedures will not be followed. The security specialist leaves muttering, "Those kids get away with murder!"

Both examples are serious, wrongful misunderstandings of the procedural safeguards of the Individuals with Disabilities Education Act. IDEA procedural safeguards were designed to assure that students with disabilities (receiving special education and related services) were not arbitrarily removed from their parent-approved program without consent and were guaranteed a free and appropriate public education (FAPE) within the least restrictive environment (LRE).

There is nothing in IDEA which restricts schools from disciplining children with disabilities. In fact, some would say that, by not addressing these dangerous behaviors, the student with special needs is not receiving an "appropriate" education. Both of the above children may need specialized services to change the disruptive and dangerous behavior and to make sure whatever discipline is used works in preventing a reoccurrence of that behavior.

This article is designed to provide a set of practical concepts to improve the chances that positive behaviors will increase and negative behaviors will decrease among children with disabilities who warrant special education and related services under IDEA. Some of these concepts may also be applied to other troubling students. Regardless of students' classification, all interventions should be evaluated as to their effectiveness. We know, for example that expulsion may result in a positive behavioral change for some students but that it may be ineffective or increase negative behavior in others. Research shows that when education is disrupted by long absences (such as expulsion) the likelihood of dropping out increases dramatically and that children with special needs are more likely to drop out and never complete a diploma, remain unemployed and economically dependent. Expulsion may be a deterrent for many students who worry about their academic progress and who hold to a high standard of behavioral control. The threat of

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[1] This article was reprinted with the author's permission. The article appears in the NASP Communiqué, October 1997, Volume 26, Number 2.

expulsion may be one small component of a comprehensive discipline plan. However, there is little research regarding the actual effectiveness of expulsion in improving school discipline.

The materials contained in this article are based upon several resources and the author's 30 years of experience as a school psychologist. Many of the steps noted below are found in the practices of several school districts. A "best practices" example which this document follows is the policy of the Parkway School District in Missouri (Contact person: Randy King 314-576-8509) These steps have been modified to conform with the author's interpretation of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA'97).

IDEA was amended to better ensure that children with disabilities whose behavior that blocks learning have those behaviors addressed within their IEP. Although this was expected practice prior to IDEA'97 it was seldomly implemented and children with such needs were underserved, punished and too frequently dropped out of school. The amendments also balanced intervention with safety, allowing schools staff to remove children from their school for possession of a weapon or drugs (including drug sale or use). One remedy allowed by the IDEA'97 is placement in a 45-day alternative placement. More options can be tried, including parent supported change in placement and IEP. More complex is the removal by hearing examiner of a child when there is a preponderance of evidence that maintaining the child in the present placement is substantially likely to result in injury to the child or to others.

It is hoped that these principles will increase positive behavior conducive to learning and reduce the need to use expulsion and suspension as interventions for problem behavior. Positive interventions will also increase classroom teacher and parental support for such actions taken to improve school discipline and safety.

1. Maintaining a Safe Environment Conducive to Learning

School systems have the legal responsibility to maintain safe, violence free schools. Part of that responsibility includes the establishment of a code of conduct containing specific consequences for violations of the code. School authorities have the right and responsibility to discipline children (including the removal of children from their present school) when those children violate school rules, by engaging in conduct which materially and substantially disrupts the rights of others to be physically safe and educated. When conduct endangers the student, or others, temporary removal of that student may become imperative. Schools also have these rights and responsibilities when students with disabilities violate school rules, causing disruptions or danger to themselves or others.

All students have the right to know the rules of conduct and to learn to master school rules. All children learn differently. Many children learn intuitively through observation, experience and encouragement. Many other children need further assistance and instruction in order to master developmentally appropriate behavior that enables them to attend, learn, share and cooperate with other children and adults. As school psychologists we know that knowledge and demonstrated skill are required before we can presume a rule is "learned." The level of learning also varies and it is

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important for schools to acknowledge marginal, minimal and developmentally standard levels of mastery.

Students with disabilities who are in need of special education and related services have, by definition, problems in learning and skill development. Unlike their non-disabled counterparts, they may, in some cases, have difficulty demonstrating socially appropriate behaviors. Unlike their non-disabled peers they also have a continued right to a free and appropriate public education within the least restrictive environment even when their behavior violates a discipline rule or code.

When any child, disabled or not, has been found to violate a code resulting in proposed disciplinary action that child has rights under such circumstances to challenge the reason for the action, including the right to prove that the accusations are false, distorted, exaggerated or based upon racial, ethnic, gender or even disability bias. All students have the right to challenge the severity of the consequent disciplinary action recommended by the school authorities.

2. Responsibility to Teach Code of Discipline to All Students

Schools have the responsibility to make sure that all children attending, including those receiving special education and related services, are familiar with the discipline code and that their families also have the opportunity to know and understand the code. Parents of children with disabilities should be given the opportunity to discuss the discipline code when it is a concern for their child and to be partners in finding effective ways of assisting in maintaining the code and its intent. Families are allies in helping predict problems related to codes of conduct and their individual child's strengths and needs. Such discussions can generate IEP goals as well as necessary exceptions that may prevent the child from meeting a requirement of the school's code.

3. The IEP as Vehicle for Effective Behavior Management

Children who have disabilities that prevent them from understanding or responding appropriately to components of a discipline code or school rule should have those exceptions incorporated and addressed in their IEP. IEPs are designed to address both traditional academic needs and in "meeting each of the child's other educational needs that result from the child's disability." The law also says that schools shall consider when needed, strategies, including positive behavioral interventions, strategies and supports to address that behavior" that impedes learning.

Examples of IEP discipline issues: A student with Tourettes syndrome may repeat vulgar, obscene words or bark over and over. Obscene language may violate the discipline code but in this child's case is out of the child's control. Working with the child, family and physicians, the special education and related service program should determine the best possible plan to reduce and compensate for the disruption that this syndrome causes. Another child may be extremely cognitively challenged and need very concrete examples of what the school discipline code means, just as a child who is deaf or visually impaired needs special accommodations. Children with Attention Deficit Disorder, generally, should not be suspended for inattention but their IEP should contain goals, support and specialized help to increase attention and sustained effort. The same can

be true for a child who is severely depressed or withdrawn and therefore inattentive. This behavior should also be comprehensively addressed to increase learning and productivity.

A child with autism who bangs her hand on her desk over and over cannot be treated the same as a child or group of children who are doing the same thing to deliberately disrupt the class. A child who cannot speak clearly or communicate feelings or ideas can become extremely frustrated and may stomp out of the class or toss his pencil across the room. Training in finding alternative methods for communicating and for coping with frustration must be in place before the disruptive behavior becomes routine and results in disciplinary action which may only increase the disruptive behavior.

All of the above examples require an effective education intervention plan documented in each child's IEP. If such a plan did not exist and a disciplinary action were taken resulting in a suspension, expulsion, an arbitrary change-in-placement or illegal removal form FAPE it would be a violation of the child's civil rights.

4. Addressing and Preventing Behavior Problems

It is the responsibility of the IEP team to review the discipline code and determine what specialized help and instruction the child may need to understand the code and consistently demonstrate the appropriate classroom and school behaviors conducive to learning. The team should identify and address the difficulties which may occur that may be related to the child's disability and to establish plans that will reduce the chance that such infractions will occur. The team should plan to provide adaptations and compensations for those behaviors that require an intervention plan and also address those behaviors that may remain unchanged due to the complexity of the disability. Behavioral goals, like goals for reading or other elements of the general curriculum should be incorporated into the IEP and not be developed as a separate document or plan. To design a separate "behavior plan" implies that such plans should be treated differently apart from academic functioning. Distinct "behavior plans" could also cause prejudice and establish a sub-set of children within special education (those with behavior plans). There is evidence that effective individualized academic goals and services reduce frustration and behavior problems.

5. Behavioral IEP Goals, Parent Involvement and Services

A child with a disability and the family or parent surrogate should be aware of the discipline code and the consequences for violating each component of that code. Parents can assist the school in finding effective strategies for positive behavioral interventions and strategies for the IEP. They should participate in the IEP development to help determine what exceptions to the discipline code are necessary and help design behavioral goals that progressively address those exceptions to reduce behavioral difficulties. These plans should include the special education and related services interventions designed to assist the child in maximizing her/his social responsibility. Behavioral goals, as with academic goals, should be measurable, reviewed and modified as needed. As with other goals, services and interventions, frequent review is imperative to success.

6. Problematic Patterns of Behavior and Prevention

When children with disabilities demonstrate a new pattern of problematic behavior potentially leading to suspension, the school should initiate an IEP meeting to determine if additional interventions or modifications in the IEP are needed. Such interventions may reduce the chances of the child accumulating a series of suspensions which may, over time, constitute a inappropriate "change in placement." Any behaviors which block learning and the success of the educational program should be addressed. When the behaviors are not related to the disability it remains important to both address the problems and to restate the pattern of code violations and the consequences for those violations to the child and parent. Schools and parents should work cooperatively to change the pattern of negative behavior. The school should support the parent in securing other resources to assist in positive behavioral change and work cooperatively with those resources.

7. Weapons and Drugs

Weapons violations require quick and deliberate administrative action. When a child with a disability violates a rule involving weapons, safety should be the priority both for the child and others. If the local school rules mandate "automatic" expulsion and notification of the police, a written notice of such action must be made available to the parents. Weapons must be clearly defined in the code of conduct. IDEA requires initiating an IEP meeting within 10 calendar days. An ordinary expulsion (lengthy removal from educational opportunity) is no longer permitted for children with disabilities who violate weapon laws. Removal from special education services for more than ten days violates the child's right to FAPE. IDEA'97 does not use the term "expulsion" but uses the term "a change in the placement of a child with a disability."

Drug use and possession are also intolerable in schools. Drug use can endanger both the user and peers. It is also a violation of state and federal laws and may involve police action. Schools should be aware that drug use and addiction can be higher among some groups of children with disabilities. Drug use, abuse, and addiction require professional intervention which frequently includes drug treatment and physical monitoring. A review of the IEP and a functional assessment may control some of the related behaviors demonstrated by a child with a disability who is a drug abuser, but drug use and addiction requires assessment and intervention beyond the IEP team's skills and may require interagency involvement. Drug possession should not be dismissed as unrelated to disabilities since some youth may be cognitively unaware of what they possess.

The IEP team is now required to review and modify the IEP to address that behavior. If the behavior was not already addressed on the IEP, the IEP team should implement interventions and goals to address that behavior. The law also requires a "functional behavioral assessment" when such behaviors have not been addressed. A true functional behavioral analysis or assessment cannot be effectively carried out as proposed in the law. Such assessments require a series of observations by highly qualified professionals who already know the child in depth including the child's strengths and needs. Such an assessment should also follow the guidelines of any review, reevaluation or assessment according to the law's requirements for reevaluation. In other words

School psychologists should be involved in this review as the persons most qualified to address behavior and learning. They should become involved in assisting and developing the most effective disposition as soon as possible.

8. Behavior "Likely to Result in Injury"

A child with a disability who causes injury to self or others cannot be placed in a different program without parental consent. If the parent does not consent, a hearing officer can be requested to determine if a change is required when there is a perponderance of evidence presented "that maintaining the current placement of such child is substantially likely to result in injury to the child or to others." The hearing officer is required to examine the evidence to determine the above as well as the "appropriateness" of current placement, including the reasonableness of the school's services, interventions, aides and other efforts to minimize the risk of harm related to that behavior within the current placement. The hearing officer must also determine that the interim alternative 45-day placement provides effective IEP services to ensure FAPE, including participation in the general curriculum.

9. Manifestation Review

When the IEP has already addressed problem behavior, the team has valuable information about the relationship between the child's disability, the behavioral concerns, the components of the IEP and classroom, including the services provided. When a suspension or 45-day alternative placement is recommended, the IEP team assisted by qualified professionals should determine if the student's behavior (misconduct as defined) is related to the disability, and whether the current placement is appropriate by evaluating all factors related to the students behavior and IEP. This should include the review of the interventions tried and services provided to prevent the presenting problem. Such a review should be comprehensive and focus on multiple factors, and not merely the behavioral goals on the child's IEP.

The determination of a behavior is a manifestation of the child's disability can be a complex process. It must be determined by qualified professionals, on an individual, case-by-case basis. It cannot be determined by the child's label or category. For example, a label of "emotionally disturbed" does not by itself, imply a manifestation of the disability. A behavioral goal or its absence does not determine manifestation. It is not decided by the "ability of the child to determine right from wrong." Under IDEA, a manifestation determination must include an analysis of the child's program as well as the child's physical, cognitive, developmental, mental and emotional challenges. The child's behavior must be considered unrelated to the disability if the disability did not impair the child's understanding of the impact of the serious consequences of the behavior and if the disability did not impair the ability of the child to control the behavior. These factors must be viewed in the context of ecological variables and IEP services and goals.

It is best practice that the school psychologist assisting in such a determination knows the child and the child's program. School, classroom and external factors can result in additional inappropriate and dangerous, reactive behaviors from a child with disabilities. Ecological factors

that can be addressed within the LRE should be considered in a manifestation review to prevent inappropriate recommendations of changes in placement.

10. When Behavior is a Manifestation of the Child's Disability

When the dangerous behavior is the result of the disability, expulsion is an inappropriate action. The child cannot be expelled for that behavior. However, this does not mean that the child must remain in the present placement. When it is determined that the placement or the IEP is not meeting the child's behavioral needs, modifications should be made to IEP and, if necessary, to the placement and needed services, to assure that the behavior will be addressed and to prevent its reoccurrence. When dangerous behavior, such as weapons violations continue, a controlled, secure placement may be necessary. Any placement should continue FAPE as well as address the behaviors of concern. When parents have been involved in the development of the IEP, including behavioral goals and services, agreement is more likely to occur between school and family regarding modifications in the program and changes in placement.

11. When Behavior is Not a Manifestation of the Child's Disability

A child with a disability, whose dangerous misconduct is found to be unrelated to his/her disability and whose IEP, program and services are appropriate to address the child's needs, may be subject to the regular discipline code of consequences, provided that the child continues to receive FAPE. The parent continues to have the right to appeal this decision and any decision regarding placement. Even when the behavior remains a perceived threat or danger to the child and/or others, FAPE should continue but may need to be provided within an a more restrictive alternative center where control reduces danger. Restrictive alternatives may include, for example, a juvenile detention center, residential treatment center or other secure facility. It is not in the child's, the school's, community's or family's interest to maintain a child using an existing IEP and placement when weapons or dangerous behavior cannot be effectively addressed within that placement. It is in no one's interest to terminate FAPE to a child with a disability who is in need of special education and related services.

School Psychology and Behavioral Interventions[2]

by Kevin P. Dwyer, NCSP
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IDEA'97 presents little in its language that has not already been addressed by best practices in school psychology over the past decade. Connecting assessment to instruction; designing behavioral interventions and replacement skill development; effective consultation and team problem solving; evaluating educational, behavioral and psycho-social progress; building partnerships with parents; and cultural competence are all components of contemporary school psychology training and practice.

Behavioral interventions and their evaluation have been part of the federal regulations for twenty years. NASP has published thousands of pages of excellent support documents to help practitioners implement the vision IDEA'97 exemplifies. This article is designed to help review that effort and the materials related to it.

Regulations Specify Role

It is very clear that school psychologists are critical among school personnel in evaluating the need for and designing positive behavioral interventions. School psychologists are the designated related service and *qualified professional* for what is now codified in IDEA'97. The present definition of "psychological services" as a related service includes the responsibility of "obtaining, integrating and interpreting information about child behavior and conditions related to learning" and "consulting with other staff in planning school programs to meet the special needs of children as indicated by psychological tests, interviews and behavioral evaluations." School psychologists are responsible for functional behavioral evaluations. School psychologists working with others, are necessary for designing the individualized education program's goals, including behavioral goals and the interventions necessary to help the child reach those goals.

Evaluation and Consultation for IEP Development and Review

The Evaluation section of IDEA'97 (Part B, Section 614 (1)) requires an initial, functional evaluation to be *full and individual*. The evaluation must employ *technically sound instruments* to assess the contributions of cognitive and behavioral factors among others and the assessment must address *all areas of suspected disability*. Consistent with NASP policies and best practices, IDEA'97 implies that evaluations be rich in recommendations and that those recommendations be provided to help design IEP goals and objectives to ensure success, including success in the general curriculum. The recommendations school psychologists present, therefore, should be specific

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enough to meet measurable instructional and behavioral needs confirmed by the assessment. Others who demand that school psychologists' assessments be a single-shot, three-hour testing session using a battery of standardized instruments to provide a child with a label will need to change their thinking. Evaluation, according to NASP and IDEA '97, is a process of gathering information, *using a variety of assessment tools and strategies,* including carrying out observations in natural settings (the instructional environment), interviewing parents, teachers and others. The purpose is to answer questions about how to best address the instructional needs related to the child's disability.

During 1993, NASP assisted the National Association of State Directors of Special Education in producing a best practices document for the U.S. Department of Education, titled *Assessment and Eligibility in Special Education* (NASP, 1994). This monograph placed a clear emphasis on evaluation as a "decision-making process which addresses the student's needs in the context of the instructional environment, rather than focusing on categorical labels." That paper, critical to the IDEA '97 amendments, defines many of the terms some policymakers see as "new." Such nationally endorsed definitions should be incorporated into state and local policies. For example: *functional skills* are defined as a "wide variety of competencies needed to perform successfully in a variety of environments" and include the social skills needed to adapt to school and other environments. The NASP/NASDSE report distinguishes between assessment and testing (as does IDEA'97) and is designed to help policymakers better understand that, to implement IDEA and its 1997 amendments, "testing" is necessary when it answers a required critical question. However, testing is a tool and comprehensive assessments should include information from multiple data sources, environments and domains, as well as assessment across time. School psychologists are trained, knowledgeable and designated to obtain, integrate and interpret that information. This is consistent with NASP's position statement *School Psychologist: Assessment Experts for Restructured Schools* (April, 1993).

Initial evaluation for eligibility will continue to require school psychologists to function as the qualified professionals to provide the assessment information to determine eligibility and identified disability. We are the assessment experts for both the diagnosis (be it categorical label or developmental delay) and for designing the measurable goals and needed interventions for an IEP. Our training in applied consultation skills and team-collaborative problem solving makes us valued for this process. Graduate school requirements in learning and behavior theory, psychology, human development, instructional methodologies, mental health and systems theory applied to schools can enable us to work effectively with parents and teachers and other related service providers.

We are trained to ensure that diagnostic labels do not prescribe our recommendations, that our IEP recommendations address general curriculum participation, and that we participate in the monitoring and assessment of the effectiveness of interventions and measurable IEP goals.

Using a problem solving process of identifying functional skills and needs of the child and instructional interventions requires a direct, active involvement in the school environment. It includes observations and interviews. Analysis of the problem frequently requires the use of a variety of assessment modalities including, but never limited to, appropriate tests or rating scales.

Together this information helps us generate a functional intervention plan. If the child is eligible for special education, that plan is an IEP with clearly defined parent supported interventions and measured outcomes.

Good instruction in reading requires a specific analysis of the reading problem including knowledge of development and past instruction, as well as factors involving motivation, issues of frustration and attention. No "method" will work in isolation. For behavioral issues and needs, the goals should be equally spelled out and integrated. *Positive behavioral interventions and strategies* as required for IEP goals must be comprehensive interventions, individually designed, which enable learning. These IEP interventions and strategies must focus not only on the result of an absent, inadequate, inconsistent or negative behavior blocking learning but also on the curricular and instructional issues that may be triggering the problem. Positive behavioral interventions must, in almost all cases, include teaching new skills so the child can become more behaviorally competent. In some cases the functional interventions may only require modifications of the classroom environment or the addition of appropriate technology. Behavioral interventions and strategies, unlike narrowly focused, ill-conceived "behavior management plans," may require interagency service coordination and active parent participation. Too frequently an ill-conceived "behavior management plan" is something technically learned and successfully tried with one child that is applied to others without adequate assessment. Some specialized educational programs use the same "behavior management plan" for all students with alarmingly poor results.

A true functional assessment of behavior follows the guidelines of the NASP/NASDSE document. The assessment may include systematic observation of the occurrence of a targeted behavior as determined by the information gathering process noted above. The behavior is accurately defined along with frequency, duration and intensity (baseline). Antecedents are noted as are the child's levels of knowledge and skill for appropriate responses to such antecedents. Our skills enable us to recognize the environmental, physiological, communicative, social or other intent of the behavior. Ecological factors are analyzed. Medical issues and history of previous interventions tried can be critical. Parents continue to be excellent informants in identifying specific behaviors and antecedents and possible reinforcers. The positive replacement behaviors must be equally explicit. The new or different teaching techniques to be employed must be spelled out as well as how the environment will be changed and how the reinforcers will maintain the positive replacement behaviors. Our recommendations should include clear methods for recording and evaluating the interventions. Here, again, the overlap between assessment and consultation and analysis of effectiveness is clear. Functional assessments fold into ongoing consultation. Consultation should be noted as a related service, part of the child's IEP indirect services.

Measuring Behavioral IEP Progress

The most difficult part of designing an effective IEP is concretely determining the who, what, where and when of implementation and measurement. Interagency collaborative models can tax one's skill and may require written interagency agreements. Is the problem behavior decreasing and the replacement behavior increasing? Are the interventions and instructional techniques effective? Can we begin to fade the reinforcers or have they become internalized by effectively addressing the unmet need causing the original problematic behavior? Measurement is critical and

requires teamwork that includes teachers, and paraprofessionals, as well as parents. Sustained effort and periodic review to prevent regression as well as predict potential reoccurrences (at transitions to middle or high school for example), must be included in any IEP process. Someone, preferably the school psychologist, should serve as the manager of such behavioral intervention strategies. Designs of such an analysis and IEP goal should include a team of persons who will be involved in the implementation such as the teacher, aide, counselor, as well as the parent, an on site administrator and the school psychologist.

The bibliography found in this issue of the Communiqué and the many excellent publications of NASP are complimented by several manuals developed over the last 15 years to address the evaluation of behavior as a component of a comprehensive evaluation and behavioral interventions and strategies. This author has found that the Iowa Department of Education has excellent materials on both behavioral assessment and intervention; the principles of the *Iowa Behavioral Initiative* keep them in the leadership. In 1994, the California Department of Education and *Project RISE* of the California State University, Sacramento, in cooperation with the California Association of School Psychologists, published *Positive Intervention for Serious Behavior Problems*, a nearly 300-page workbook designed to enable the implementation of consistent interventions throughout that state for their mandate, the Hughes Behavioral Intervention Bill. School psychologists and policy makers should avoid reinventing the wheel. We have and should use the effective literature we have in policy development, system training and in reframing our skills to meet those long ignored needs. NASP was instrumental in writing the IDEA'97 IEP language to address these ignored critical blocks to learning. California school psychologists were instrumental in developing that state's manual. We have the opportunity to improve outcomes for the children whose behavior blocks learning and the learning of others. They have the highest drop-out rate. Their problems are too frequently addressed with too little, too late. Working with others, school psychology must address this trend.

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